**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 4.MD.3**  **The Envision Lesson: 12-3** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Perimeter  -Predictable failures: Confusing area with perimeter. Prevent by using a story or a mnemonic device (You **p**aint the fence around your house. P for perimeter). | Perimeter, formula |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Review what you know. Have students take 30 seconds to talk to their neighbor about perimeter or write in their math journals what they already know about perimeter.  Show Perimeter Song by lycphysics from YouTube. [www.youtube.com/watch?v=KwXBMGdSWmI](http://www.youtube.com/watch?v=KwXBMGdSWmI) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Journal new vocabulary words in math journal using a Frayer model. Put words up on math wall. 2. How will you provide multiple opportunities for vocabulary to be used in context? Use words correctly. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Pass out graph paper to students. Have students draw a rectangle on graph paper and count the units around the rectangle to find the perimeter. Have them write the perimeter in units.  Give students a perimeter (i.e. 18 units) and have them draw a rectangle that adds up to the perimeter you gave them (i.e. rectangle measure 5 units by 4 units).  Do the same thing as above but give the students measurements (feet, millimeters, inches etc.). | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show the envision power point/video (online) for topic 12-3.  Talk about the differences between perimeter and area to address predictable failures. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have students do page 301 #5-10. Give students graph paper and have them design a yard or garden that has a perimeter of 60 meters. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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